

with children so young, even at the instance of a loved grown-up, but it can be given momentary life for definite ends. (It is easy enough to maintain the *appearance* of a single group with a still larger number of children, if the grown-up enforces a rigid routine, or draws upon fear to inhibit the spontaneous expression of feeling. In under-staffed nursery schools, this often has to be done. But it is important to recognise that such a situation is quite different psychologically from the true group feeling possible to a smaller number of children—and is barren of the educational fruit yielded by the latter.)

The children will often defend a grown-up against aggression or exclusion, as they would one of themselves. Dan, for instance, intervened with Frank on behalf of Mrs. I., and assured the latter, "He won't bite you." The incidents quoted under *Group Hostility* of the children's shutting Mrs. I. out of their game, but agreeing to have Miss B. in, are examples of friendliness to the one no less than of hostility to the other. And in the later parts of the *Records* it can be seen how the degree of ambivalence of feeling towards adults gradually lessened, even in those children who had shown it most strongly in the earlier days. Thus Dan, after four terms of school life, and moved by the joy of returning after a vacation, exclaims, "Oh, I love you, Mrs. L, and I love you, Miss B/*, putting his arms round both, and saying, "I love you *both*"

Bridges' summary of the successive phases of social relations to adults observed among her group of children may be quoted here. "In brief, children between the ages of two and five years progress through three roughly denned stages of development in their social relations with adults. In

the first or dependent stage the child is somewhat passive and relies upon the adult for assistance and attention. The second stage which reaches its height between two and a half and three years is one of resistance against adult influence and striving for power and independence. The behaviour of the child then gradually changes from being resistive or obstinate to being co-operative and friendly. The desire to win approval and avoid disapproval grows. Conversation develops, and topics change from protests and wishes to description of events or actions of mutual interest between child and adult. Thus the third stage, reached usually